Cover Sheet: Request 14299

SPS3XXX Psychology in the Schools

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kathrin Maki kathrin.maki@coe.ufl.edu
Created	9/30/2019 4:15:10 PM
Updated	12/10/2019 2:06:52 PM
Description of request	The proposed course is intended to orient undergraduate students to the practice of psychology in the schools, and to potential career options in the field of school psychology. This is an elective course that will be of interest to undergraduate majors in psychology, sociology, education, and communication sciences. Faculty who will teach the course are presently engaged in graduate education in this discipline.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		9/30/2019
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		12/10/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/10/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Submitter: Nancy Waldron waldron@coe.ufl.edu
Created: 12/10/2019 1:59:11 PM
Form version: 7

Responses

Recommended Prefix SPS
Course Level 3
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Psychology in the Schools
Transcript Title Psychology in Schools
Degree Type Baccalaureate

Delivery Method(s) On-Campus, Online
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course introduces undergraduate students to the practice and profession of school psychology. The foundations of school psychology practice are explored including, assessment and intervention in academic, social, emotional, and behavioral domains. The course emphasizes school psychologists' promotion of social justice and equity for all students in school settings.
Prerequisites A course within the areas of psychology, education, sociology, or speech/language/hearing services.
Co-requisites N/A
Rationale and Placement in Curriculum This course will introduce advanced undergraduate (i.e., junior and senior) students to the practice of psychology in the schools. There are not currently other courses that focus on psychology in the schools for undergraduate students and therefore many undergraduate students are unaware of the field and opportunities within the profession. We anticipate the course will be of interest to various majors relevant to working with children and adolescents (e.g., psychology, education, speech/language).
Course Objectives 1. Describe the roles, functions, and training within the field of school psychology
2.   Analyze how school psychologists can promote social justice and equity for all students, including students with disabilities and students from traditionally under-resourced communities
3.   Investigate how school psychologists use assessment, intervention, and consultative techniques to promote individual students' success in all developmental domains (i.e., academic, behavioral, and social-emotional domains)
4.   Examine how school psychologists collaborate with other professionals to promote school-wide systems that promote positive climate to foster optimal development for all students

5.	Critique contemporary and historical controversies in the fields of education and school psychology

Course Textbook(s) and/or Other Assigned Reading Grapin, S. L., & Kranzler, J. H. (Eds.). (2018). School psychology: Professional issues and practices. New York, NY: Spring Publishing Company.

Additional Required Readings

Abrutyn, S. & Mueller, A. S. (2014). Are suicidal behaviors contagious in adolescences? Using longitudinal data to examine suicide suggestion. American Sociological Review, 79(2), 211-227.

Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10 year follow-up study on predicted personnel shortages. Psychology in the Schools, 51, 832-849.

Durlack, J. A., Wessberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellnger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432.

Joseph, L. M. & Ford, D. Y. (2006). Nondiscriminatory assessment: Considerations for gifted education. Gifted Child Quarterly, 50(1), 42-51.

Kern, L., Mathur, S. R., Albrecht, S. F., Poland, S., Rozalski, M., & Skiba, R. J. (2017). The need for school-based mental health services and recommendations for implementation. School Mental Health, 9, 205-217.

Kratochwill, T. R., Altschaefl, M. R., & Bice-Urbach, B. (2014). Best practices in school-based problem-solving consultation: Applications in prevention and intervention systems. In P. Harrison & A. Thomas (Eds.). Best Practices in School Psychology VI. (pp. 461-482). Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists. (2010a). National Association of School Psychologists model for comprehensive and integrated school psychological services. School Psychology Review, 39(2), 320-333.

National Association of School Psychologists (2010b). Principles of professional ethics. Retrieved from: https://www.nasponline.org/standards-and-certification/professional-ethics

National Center on Response to Intervention (March 2010). Essential Components of RTI – A Closer Look at Response to Intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Rossen, E. & Cowan, K. C. (2014). Improving mental health in schools. Learning and Mental Health, 96(4), 8-13.

Navarro, R. Rubero, S., & Larranaga, E. (2015). Psychosocial risk factors for involvement in bullying behaviors: Empirical comparison between cyberbullying and social bullying victims and bullies. School Mental Health, 7, 235-248.

Ohan, J. L., Seward, R. J., Stallman, H. M., Bayliss, D. M., & Sanders, M. R. (2015). Parents' barriers to using school psychology services for their child's mental health problems. School Mental Health, 7, 287-297.

Shriberg, D. & Desai, P. (2014). Bridging social justice and children's rights to enhance school psychology scholarship and practice. Psychology in the Schools, 5(1), 3-14.

Singer, J. B., Erbacher, T. A., & Rosen, P. (2019). School-based suicide prevention: A framework for evidence-based practice. School Mental Health, 11, 54-71.

Weekly Schedule of Topics
Module 1: Foundations of School Psychology

Week 1
Introduction to School Psychology (Obj 1)
-Social justice approach, NASP practice model, overview of training/credentialing

READINGS:
Grapin and Kranzler (2018), Chapter 1
NASP (2010a)

Week 2
Multicultural Foundations (Obj 2)
-What language we will use, in-class equity activity, pre/post approaches to serve students in different communities

READINGS:
Grapin and Kranzler (2018), Chapter 4
Shriberg & Desai (2014)

Week 3
Foundations of Practice (Obj 5)
- Assessment, Prevention/Intervention, Consultation

READINGS:
Grapin and Kranzler (2018), Chapter 5
NASP (2010b)

Module 2: Service Delivery

Week 4
Introduction to Assessment & Special Education Service Delivery (Obj 3 & 4)
-Why we assess, IEP eligibility, decision-making, multidisciplinary team

READINGS:
Grapin and Kranzler (2018), Chapter 6
Joseph and Ford (2006) - nondiscriminatory assessment

Week 5
Foundations of Intervention

READINGS:
Grapin and Kranzler (2018), Chapter 7
National Center for RtI (2010)

Week 6
Academic Assessment and Intervention

READINGS:
Grapin and Kranzler (2018), Chapter 8
NASP (2009a)

Week 7
Consultation

READINGS:
Grapin and Kranzler (2018), Chapter 11
Kratochwill et al. (2014)

Week 8
Social, Emotional, and Behavioral Assessment and Intervention

READINGS:
Grapin and Kranzler (2018), Chapter 9
Durlack, Weissberg, Dymnicki, and Taylor (2011)
Due: Contemporary Issues in School Psychology paper

Week 9
SPRING BREAK

Module 3: School Mental Health

Week 10
Foundations of School Mental Health

READINGS:
Kern et al (2017)

NASP (2015)
Rossen & Cowan (2015)
Resource: NASP (2016)

Week 11
Mental Health Concerns in Schools Today

READINGS:
Abrutyn & Mueller (2014)
Navarro, Yubero, & Larranagra (2015)
Ohan et al. (2015)

Week 12
Crisis Preparedness & Response

READINGS:
NASP PREPaRE Model Chapter 1
Singer (2019) et al. (2019) School-based suicide prevention
Due: Rough draft of key ideas and resources for debate due

Module 4: Future of School Psychology

Week 13
Preparing for a Career in School Psychology
Training and Credentialing
Graduate Student Panel

READINGS:
Grapin and Kranzler (2018), Chapter 3
Grapin and Kranzler (2018), Chapter 14
Resource: Lineman, Mildren, and Pena (2011)

Week 14
Future of School Psychology

READINGS:
Grapin and Kranzler (2018), Chapter 13
Castillo, Curtis, and Yin Tan (2014)

Week 15
Contemporary DEBATES

Week 16
Contemporary DEBATES
Grading Scheme Course Requirements
The following describes the requirements and assignments for this course. For all written assignments,
editorial style of the American Psychological Association (APA sixth edition) is required.
?   Please see the current Publication Manual of the American Psychological Association
?   The Purdue Online Writing Lab may be helpful:
https://owl.english.purdue.edu/owl/section/2/10/ (Links to an external site.)

(1)   Class Attendance/ Participation (30 points, 7.5%). Attendance is required. Students are
expected to attend all class sessions. It is the student's responsibility to notify the instructor of
absences and to make arrangements to complete any missed work due to absences.

Students are expected to actively participate in each class session. I recognize that there is a range of
comfort with class participation. However, to benefit both your learning and your classmates', actively
engaging with course material will be important. Students should plan to verbally participate during
each class session through both whole group and small group discussion. Moreover, written in-class
activities will also be turned in to the instructor and will count toward students' participation grades. By

the fifth week of the semester, the instructor will also provide students with feedback on their class participation so that students have the opportunity to improve their participation performance, if necessary.

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

(2) Discussion Leader (30 points, 7.5%). In collaboration with a group of peers, students will lead one discussion during the semester. This discussion will center on the topic, lecture, and readings designated for the week in which it takes place (as indicated in the following course schedule). Discussion leaders will develop approximately 10 questions to pose to their peers. These discussion questions should be emailed to the instructor no later than 24 hours prior to the class in which they will be presented. All students are expected to complete weekly readings in advance of class and to contribute to discussions each week. Students should conduct themselves in a professional manner during all discussions and course activities.

(3) Module Reflection Papers (40 points, 10%). Students will write four 1-2 page papers critically reflecting upon the content of each module. The papers should address how students' perceptions of the field of school psychology have shifted based on what they have learned in the module and what they still want to learn as a result of the content. Connection to course content should be explicit.

(4) Contemporary Issue Paper (100 points, 25%). Students will write a 10-page paper (double-spaced, 1" margins, 12-point font, references not included) discussing a contemporary issue in school psychology (e.g., school-based disciplinary practices, culturally responsive assessment practices). The paper should include a clear thesis statement. It also should include descriptions of at least five peer-reviewed, empirical research studies that support the thesis.

(5) Volunteer Service Hours and Reflection (100 points, 25%). Students will complete a minimum of 10 volunteer hours in an approved site. The purpose of this requirement is for students to directly work with at-risk students and understand the needs of school psychologists and similar professionals in the field. After completing the required volunteer hours, students will write a reflection summarizing their experiences and how they apply to what they have learned throughout the course.

(6) Class Debate & Reflection (100 points, 25%). Students will engage in a professional debate regarding a hot topic relevant to school psychological practice. Topic ideas for the debate will be provided and discussed in class. Students will work in groups 3 or 4 for their debate topic and must prepare for both positions of their debate topic as argument positions will be determined on the day of the debate. The debates will occur during the last two weeks of the course and reflection on the debate will be due during the final exam scheduled time. Additional information regarding the debate will be provided in class.

Final grade points:
372 – 400 points = A (93% – 100%)
360 – 371 points = A- (90% – 92.9%)
348 – 359 points = B+ (87% – 89.9%)
332 – 347 points = B (83% – 86.9%)
320 – 331 points = B- (80% – 82.9%)
308 – 319 points = C+ (77% - 79.9%)
292 – 307 points = C (73% – 76.7%)
280 – 291 points = C- (70% – 72.9%)
268 – 279 points = D+ (67% – 69.9%)
252 – 267 points = D (63% – 66.9%)
240 – 251 points = D- (60% – 62.9%)
239 points or below = E

Instructor(s) Kathrin Maki, Ph.D.
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes